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ABSTRACT

This booklet for parents offers examples of key aspects of children's behavior and learning as they develop from birth through the fifth year of age. It provides characteristics of behavior that is likely to occur, of appropriate responses by parents, and of developmental irregularities that need professional attention. Supplemental material includes lists of age-appropriate toys, suggested readings for parents, a list of publications used in developing the booklet, and guidelines on dental health and immunizations. (RH)

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EVERY STEP COUNTS

[redacted] FOR PARENTS
How Your Child Develops
Birth - 5 Years

ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent
March 1990

PS 019397

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PREFACE

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NOTE TO PARENTS

The first years of your child's life are full of growing, learning and changing. As parents, you will be watching, guiding and problem solving with your child through each new experience and developmental stage.

This booklet is intended to describe some key learnings for your child at certain ages, birth to four weeks as an example. It will describe what you might see your child doing and how you might guide your child's growth and learning. This booklet will give you ideas of things to do. You will need to take cues from your child—do activities he is ready for and enjoys.

Children love to repeat and practice when they feel good about doing something. So, it is hoped that by giving you ideas for learning at different ages you will become a better informed parent and will thus experience together the challenges of childhood.

This booklet should also help alert you as a parent to any possible problems in your child's development. Remember, however, that no two children are exactly alike. Your child will have his own plan and pace for growing and learning. He may be ready and able to do certain things earlier than what is listed or a bit later.

Children tend to learn skills that their families and culture think are important. The daily activity of your family, the way you talk with your child, your time together and all those who surround him are important in helping him develop his unique personality, his language, movement and thinking abilities.

As you observe your child's growth and learning, many questions will arise. Use this booklet as a general check of what your child should be doing. Included are things to watch for, check marks (✓) for alerting you to situations or concerns that may affect your child's progress.

No question is too simple to ask. Contact your doctor or other professionals listed in this booklet. It is always best to check out a concern early.

Trust your own instincts and feelings as you watch your child grow.

Remember, it is important to ask questions.

This booklet is not inclusive of everything a child does or needs to learn. For further information there is a community resource listing and a list of reading materials included in the back of this booklet.

PRENATAL

A child's behavior develops long before birth. From the beginning of the pregnancy everything that affects the mother may have an effect on the developing baby.

- Maintain balanced nutritional intake. Eat a variety of food from the four basic food groups.
- Avoid all drugs, alcohol and tobacco that could have a damaging effect upon the developing baby.
- Try to maintain a balanced emotional state.
- Seek doctor's care from the beginning and follow through on the recommendations.
- Rest as needed. Sleep at least 8 hours a night.

BIRTH TO 4 WEEKS

The new-born spends most of his time sleeping. At first he seems small and helpless. By one month he has better muscle-tone, but needs his head supported when he is lifted, held or carried. Vision develops early. Provide lots of variety and new things to look at. He will know his parents by their smell and the sounds of their voices.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Sleeps, may prefer lying on stomach or back. – When placed on his tummy, he can just barely lift his nose to turn his face from side to side.	– Change position from time to time (back, tummy, side) so his view of the world changes and he has an opportunity to develop his muscles.	✓ Check his breathing, and if he needs to be changed, held and cuddled.
– Moves by waves, kicks, and squirms.	– Place on firm mat, or crib mattress to give him time to practice kicking and moving his arms.	
– At times uncomfortable with his own movements (fussy, cries).	– Play soft music and rock him in rhythm to the music, or dance with him to the rhythm. A pleasant feeling is connected with the comforting sound and movement.	– Wrapping snuggly sometimes helps to quiet him.
– Sucks and swallows. – Makes small, throaty noises. – Coos; cries mean hunger, pain or discomfort.	– Talk to baby while feeding. For variety, alternate holding him with one arm and then the other.	✓ If poor sucking or difficulty feeding consult your pediatrician.
– He turns toward your finger, the nipple, or the bottle when his cheek is touched. – Squeezes your finger in his palm. – May turn head to one side and may have arms in a "fencing" position.	– These behaviors are natural reflexes. They will be replaced later by self-controlled movements.	✓ If these three reflexes are observed beyond 5 months consult your doctor.
– Needs comforting and handling. – Reacts positively to touch and talking. He can hear many things, and sudden loud noises may startle him and make him cry. Alerts to voices.	– Respond quickly to baby with attention when he needs it. – Use diapering and bath time as a time to talk and smile. Use gentle actions, and provide things for him to hold, look at and listen to.	– Handle baby just enough: too much handling can make babies tense—too little can make them listless.

– Looks at faces, follows bright objects.	– Look at baby and allow your face to stay within 5-18 inches away from his eyes. – Designs, like faces or checkerboards in bright and dark colors will interest your baby. – Provide a variety of things for your baby to look at.

When baby is fussy, crying or aggitated (frequent yawning, hiccups or gaze avoidance) parents can turn down the noise, turn down the lights and become as calm as possible while holding baby.

1 - 3 MONTHS

Baby smiles for the first time. She will smile over and over and over again. Her hearing is quite good, at first startled by all sounds; gradually only by new sounds. She seems to be exploring everything near her with eyes, mouth, hands and lots of movement of arms and legs.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Bobbing when supported in sitting position.	– Talk to her—she'll pick her head up to listen. This is the first step in developing head control.	
– Lifts head regularly when on tummy.	– Put colorful toys or dolls in front of her so she sees them when she holds her head up. She will watch your mouth movements and imitate them.	
– Learns to suck well—coordinates sucking with breathing.		
– Moves arms and legs in a more rhythmic pattern; gaining control.	– Use bath time, or any quiet time to gently move legs and arms to strengthen the bending and stretching muscles (after 6 weeks old).	
– Wiggles thumb. Opens and closes fingers and focuses attention on watching one of her hands moving. Sucks hand.	– She will swipe at toys near her outstretched hand.	✓ Hand is no longer in a tight-fisted position with thumb tucked in.
– Follows moving person with eyes; recognizes parents or care-givers.	– Talk with, smile with, and coo back to baby during periods when she's awake.	✓ A propped-up bottle is no substitute for a talking, laughing, singing, touching parent.
– Smiles at anything that looks like a face; stares for long periods of time.	– Place her where she can watch people and their activities. Play peek-a-boo with your hands or blanket.	✓ Sucking on a propped-up bottle can cause drainage and damage a baby's middle ear. It can also cause tooth damage.

- Startles or cries at loud, sudden noises.
- Stops movement and listens to a new sound.
- Makes single-syllable sounds: "ah," "eh," "ih," "uh."
- Reciprocal vocalization beginning; begins to recognize familiar sounds.
- Uses different cries for different needs; begins blowing bubbles.

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- Provide a variety of sound toys such as bells, squeakers and rattles.
- Introduce story books. Show bright-colored pictures. Vary your voice when reading. This helps develop her listening skills.
- Make the sound she makes, she'll repeat it, then you repeat it again. This begins a game for making sounds.

✓ If baby shows inconsistent or no response to sounds—contact your doctor to check her hearing.

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3 - 6 MONTHS

Your baby begins to laugh for the first time. He becomes ticklish. He plays with his fingers and toes. He puts them and other things he can hold in his mouth.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Rolls from back to side; rolls from stomach to back; rolls from back to stomach. – Sits with slight support. Likes to be propped up to sit. – Uses swimming-like movements when lying on stomach.	– Place infant in different positions with space to move—in a crib, on the grass, near the window, on a waterbed. – Hold baby in a sitting position; propping him up with pillows and cushions allows him to move his head in different directions, look around, reach and touch.	✓ Most 4 month old babies can roll over. ✓ By 5 months, head no longer falls back when baby is pulled slowly to a sitting position.
– Tries to get adult to continue a favorite game or action by making sounds or by increased movements. – Uncovers an object which is partly hidden. – Bats at objects.	– Make interesting sounds and vary your facial expressions. Use tongue-clicking, patty-cake, "uh-oh," "gonna get you," "so big," etc. – Provide toys that he can hold, toss, drop, and bang together. Partly hide toys under washcloth or blanket so he can find them.	✓ If your child is unable to focus on objects, has a roving eye movement, or the eye appears droopy—consult your doctor.

- Smiles at himself in the mirror.
- Makes sounds: "ga," "buh," "da."
- Discovers his own voice; likes to talk to himself after waking up, eating and while moving.
- He listens and watches the mouth of the speaker.
- Calls for attention; laughs; responds to facial expressions.

COPING WITH TEETHING MISERIES

The first sign of teething you may notice is your baby's gums becoming enlarged, red and swollen, in the weeks before a tooth breaks through. Your baby may drool, seem fussier than usual, and wake up often at night.

A few days after the new tooth can be seen, your baby may seem to feel better. A cool, damp washcloth or a rubber teething ring may soothe his tingling gums. If you are considering the use of commercial numbing gel, ask your doctor or dentist first.

Remember teething is a natural process, not an illness. If your baby has a fever, diarrhea, a rash or other signs of illness while he is teething, contact your doctor.

- Don't hurry when you dress, feed, or bathe your baby. This is a time to build trust and a feeling of security. You'll both enjoy it more during and after these routine activities.
- Read books and talk about objects to develop listening skills. Play laughing and tickling games.

✓ If your child suddenly stops babbling or has never made sounds at all—consult your doctor.

✓ Never leave child unattended.

6 - 9 MONTHS

She's a listener! Turns head, looks, or attempts to come when name is called. Moves around with arms for power. Her legs are active even if she isn't up on knees yet. She's learning by reaching, holding, banging, passing from one hand to another, and putting everything in her mouth.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Naps about 1-4 hours a day.	– Provide a quiet place for regular napping, about the same time every day.	✓ Beginning to move—may roll, or creep, or fall off a bed without sides.
– Creeps, crawls (not all babies belly-crawl, but a variety of movement experiences are important). – Prefers to sit rather than lie down. – Plays in side-lying position; cruises in her crib; plays with own feet.	– Provide safe, open area for practicing rolling, rocking back and forth on knees, pulling with arms while dragging legs, and crawling movements. – Help your child into sitting. When gently pushed forward or to the side, she will try to keep from falling by putting out her arm in the direction of the fall.	✓ Prevent accidents by "child-proofing" your home. Put away, or out of reach any items that might be pulled, knocked over, or put in her mouth. Baby's increasing movements and curiosity will need a watchful eye. ✓ If her head is not moving easily from side to side; if her head is floppy at 9 months; or if she if not making an effort to sit, roll or creep—contact your doctor.
– May fuss for unfamiliar people or when parent leaves the room.	– Let her stay by you and listen to you talk as you interact with the new people. Remain calm and patient. This is a stage in which she will need time to observe and get used to new people in her own way.	
– Looks and listens when people talk. Becomes alert when she hears her name. Looks at named objects. – Makes movements, sounds, or facial expressions in response to other children's movements.	– Talk to your baby about what you are doing. Name objects and people. Allow lots of time for listening. She will learn from changes in voice tones and facial expressions. She may show interest in pictures for a full minute when named.	
– Pats own image in mirror. Recognizes others in mirror.	– Spend time touching, playing and talking with your child in front of a mirror.	✓ This is a good age to inspect your baby's mouth for new teeth, red gums, or decay. See section in back of this booklet on taking care of your child's teeth.

- Makes hand and arm movements while babbling: "baba," "gugi," "didi."
- Imitates cough, tongue-clicking, bye-bye, clap hands.
- Uses different cries to mean hunger, anger, discomfort.
- Comprehends "no."

- Play peek-a-boo, let her touch your face, and hear you click your tongue. Make different sounds and say short, fun rhymes. If she makes a sound, you make it back.
- Try to understand what she's crying about. Use simple words to describe her needs: "I know you are hungry," "that hurt," etc.

- Transfers object from one hand to other; bangs and shakes objects.
- When her face is washed, she puts her hands in front of her face. May push other's hand away from thing she wants.
- Picks up small objects using thumb-and first finger.
- Holds bottle.

- Select toys for holding, picking up and mouthing that have no small removable parts.
- Introduce finger foods such as crackers, small pieces of toast or banana.
- Introduce cup-drinking.

✓ Put away unsafe small objects that might go into mouth. Watch what she puts in her mouth—she mouths everything.

✓ If your child has NOT been doing MANY of these things we have listed so far, you should take your child in for a check-up. MAKE A LIST OF YOUR CONCERNS BEFORE YOU GO TO THE DOCTOR SO YOU WILL REMEMBER THEM—or contact a Community Resource listed in the back of this booklet.

9 - 12 MONTHS

He's an active explorer. He's into everything. He pulls things out and spreads them all around. When he's not busy moving things around, he learns by just staring at people, toys, or events out the window. This is a good time for you to name or talk about what he's seeing in clear, simple words.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Crawls, climbs, pulls himself up from kneeling to standing using one leg at a time and cruises around furniture.	– Provide safe areas for movement and the falls that come with learning. He will move in and out of sitting; pull up and down to stand at furniture, and side-step while holding on to furniture, and getting in and out of the crazies' places.	✓ Keep alert for potential unsafe exploring. He loves to explore steps or stairs. He doesn't understand safe/unsafe. ✓ If the baby pulls himself to stand using both legs which are always stiff—consult your physician.
– Stops activity, changes facial expression, or cries when adult says "no-no." – Gets adult to come to him by reaching; gestures and/or vocalizes to indicate wants and needs. – Moves in response to rhythm or shows he enjoys it by smiling or wiggling. – Turns head immediately to own name.	– As well as "no-no," a child will watch and learn from you showing him what is OK. Young children are easily redirected to do something else. Your actions and facial expressions, with a few simple words, can be best understoood. – At this age, by distracting their attention to an object, a sound or music, you will get their attention and not have to use "no-no" all the time.	
– Stops drooling. – Likes or dislikes specific foods. – May insist on trying to feed himself.	– Allow him to hold spoon and use fingers for part of the meal. It's messy, but he learns from feeling the food and using the spoon.	✓ If excessive drooling continues; not closing lips on cup edge; or doesn't use lips to remove food from spoon report this to your doctor.
– His babbling sounds like conversation, but does not make sense. Jabbers loudly using a variety of sounds and intonations. – Says 2 sounds together like "da-ba," or "ma-ba"; may say first true word. – Tries to name familiar objects when seen; points to several body parts; begins to use "uh-oh," "oops."	– As you do things or interact with others, clearly name and talk about: mommy, daddy, pets, shoe, ball, cookie, juice. As he hears things over and over, he'll learn the name that goes with people and things. – If he tries to name, you say the name so he hears it. He says "ba"—you say "ball." He says "pa"—you say "puppy's running."	

- Picks up and inspects things; decreases mouthing of objects. Recognizes an inverted object.
- Takes off loose lid from box.
- Pushes toy car or train; squeezes doll to make squeak; likes to play with paper.
- Looks in right place for toy that rolls out of sight. Deliberately drops toys and watches them fall.
- You name objects as he picks them up.
- Let baby see and manipulate simple mechanical devices, pop-up toys, bathtub plugs, things that open and close, and push toys.
- Play with your child by putting things in, under, or behind a box. Say "uh-oh, where is it?"

NURSING-BOTTLE SYNDROME OR BABY-BOTTLE MOUTH

This occurs when a baby or toddler's front teeth begin to decay or crumble because of the effect of acid on the tooth enamel. The acid comes from liquids such as apple juice, orange juice, grape juice, soda and milk. Decay will show up first as white spots, which may turn yellow or brown. The best treatment is not to use juices or milk in a baby bottle as a pacifier to help your baby fall asleep. If using a bottle as a pacifier, fill it with water.

Baby teeth should be cleaned as soon as they begin to appear.

12 - 18 MONTHS

Looks, feels, puts things in and out of places, bangs, shakes or tears things. Lots of time is spent practicing walking, climbing, scribbling (sometimes on everything), pulling and dumping (she doesn't have the skill or attention span to pick everything up and put it back).

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Will master the skills of walking without help, sitting down and getting up again, kneeling, and climbing over, onto and into things.	– Praise her for her efforts, "good try," "oops" is better than a frightened look on your face as she takes risks with her new movement skills.	✓ By 15 months your baby walks without support—if not consult your physician.
– Bends over to look through her legs; she will repeat other actions to get laughs and attention.	– Enjoy her exploration, give attention to the enjoyable fun things she does and give minimal attention to the things you feel are not acceptable.	
– Throws ball with two hands; stoops to pick up items.	– Provide a variety of soft, textured balls and cloth blocks for throwing.	
– Her appetite decreases, may refuse food.	– Try to have a routine for meals, naps and bedtime.	– A baby with a healthy appetite may become a fussy eater as a toddler.
– Brings spoon to mouth, turns spoon over.	– Once a day your baby's teeth should be wiped with a piece of gauze or a damp washcloth to prevent the buildup of the sticky decay causing substance called plaque.	
– Holds cup handle when drinking.		
– Tends to be quite messy when eating.		
– Naps 1-3 hours in afternoon.		
– Uses both hands; one hand holds while the other hand manipulates.	– Now is the time to have a drawer or low cupboard in the kitchen that is for play items. She will play with plastic containers; dropping and fitting together, taking in and out, taking lids off. A ball in a can may be one of her favorites.	✓ Prevent accidents—keep doors and cabinets secure with safety devices to "child proof" kitchen, storage, bathroom and pool areas.
– Points with her index finger.		
– Builds 2 and 3 blocks in a tower.		
– Pats at pictures and helps turn pages in a storybook.	– Provide a hat for her to put on and take off. She will enjoy turning pages of cardboard books and old magazines with bright pictures.	
– Brings objects from one room to another upon request; hugs and carries doll or blanket everywhere.		

- Assist with dressing.

- She will be developing muscles and coordination as she bangs, throws and squeezes a variety of items.

- Bubbles, balloons and shadow play will help her use vision and movement together.

- Lets you know she doesn't w[illegible] something by shaking her head or shrugg[illegible] away from you.

- Lets you know what she wants by making sounds, pointing, tugging or asking.

- Gives hugs and kisses to family; points to self when asking "where's _____."

- Accepts parents' absence by continuing activities, may fuss momentarily.

- Follows simple one-step directions: stand up, sit down, bring it to me.

- Acts impulsively, unable to recognize rules, prefers movement, attention is short and is easily redirected.

- If she tugs, points, makes sounds you can say "you want milk," "you see doggy" to give her a chance to hear the words she may be trying to say.

- Pause from what you are doing, give attention to these first attempts to make her needs known. Respond with clear simple statements.

- Let her help you with everyday chores. Give her a small part of a task that she can do—drop something in the basket, pick up the socks or stir a few strokes with the spoon.

- Her understanding of words continues to increase: milk, spoon, telephone, keep, blanket, bed, bottle, hat, teeth, where is _____, go get, find, show me, let's go, open/close, one.

- Jabbers, imitates and echoes words and wordlike sounds. Tries to tell feelings. Uses 3-20 words.

- Puffs air (enough to blow out candle).

- Enjoys playing in water.

- As the sounds she uses begin to sound more like the words you use, repeat the word for her.

- Read aloud simple stories when your child is in a receptive mood, as before bed.

- Let bath time be a together time for talking and manipulating bath toys; "pour in," "blow bubbles," "squeeze."

✓ Speech may be put "on hold" while she is learning to walk.

✓ If a child is 2 years old and not saying words—consult professionals for advice.

✓ Your 18 month old has learned many skills. She may walk without having crawled, or may do a number of things in a different order than this booklet shows. Babies are unpredictable and develop at individual rates.

✓ Do not regard this booklet as a rigid timetable. If you have concerns, seek professional advice.

18 - 24 MONTHS

This is a very active time for a toddler. Parents may not be used to all this energy and movement. He will mess around, act quickly and move from one thing to another to satisfy his curiosity of touching, listening and seeing everything within the space he can now move.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Moves and rides on toys without pedals, pushes and pulls large toys or boxes around the floor and yard. – Squats in play. – Likes to move to music.	– Set aside time and place for your child to explore and to be as independent as possible. – Provide 4 wheel carts or wagons for him to sit on and move. Allow space for jumping or bouncing onto soft cushions or from sturdy large blocks. – Be sure to recognize and praise his new accomplishments as he works toward mastery of new balance and movement experiences. – Provide music for your child, he will enjoy inventing his own dance-like movements and seek your smiles of approval.	✓ Your child will enjoy movement. However, if he does not attend to toys and frequently prefers to spin, rock back and forth, walk only on his tip toes and/or bangs his head for long periods of time—mention this to your doctor or clinic.
– Shows jealousy at attention given to others, especially family members. – Desires control of others—disagrees, orders, tantrums if things go wrong. – Enjoys rough and tumble play. Plays best next to rather than with others. – Will be very active then voluntarily relax for brief periods before his next very active burst of energy.	– Can be redirected, has a short memory for what just happened. – Be consistent in setting limits as to which behaviors are OK and which are not. – Encourage a healthy curiosity while keeping in mind his safety and need for your direction at times. Be there to help him finish a difficult thing he is trying to do before the tantrum or frustration occurs.	
– Gives up bottle, drinks from cup; distinguishes between edible and inedible objects. – Hands empty dish to adult; unwraps loosely wrapped food.	– Provide your child with child size spoon and cup. Provide a variety of foods for your child; limit sweets or high-fat foods that decrease appetite for other foods.	– For hints on tooth care, see health section in this booklet.

– Partially washes and dries hands. – Often says "no" to bedtime, certain foods and simple requests. Delays sleep by demanding things.	– Allow your child a chance to make choices: "banana or cracker?," the farm or bear book?" This will limit his usual response of "No" and let him feel good about choosing while you set limits on the options.	
– Uses intelligible words over half the time; has 50 words by age 2. Combines 2-4 words into simple phrases. – Tells experiences by using jargon and words: "Where kitty?," "go bye-bye," "more," "ah gone." – Names 5 pictures; attempts to sing songs with words; listens to story for at least five minutes. – Pulls on person to show something; shows sense of ownership: "My mommy," "My spoon."	– As you talk with your toddler, label actions and objects and describe things as they happen. Help him to associate objects with their uses by describing them in a few clear words. – Make sure your child has some things of his own and a place to keep them.	
– Plays with toy or other object for at least 5 minutes without breaking it, trying to pull it apart. Enjoys play with common household objects. – Turns knob on wind-up toys, turns pages one at a time, recognizes self in a photograph, can put circles and square pieces into puzzles. – Enjoys nursery rhymes, short action songs, and fingerplays. Can point to 3 or 4 body parts on request. – Begins an interest in pretend-play, such as putting dolly to bed, pouring a drink, making pretend phone calls.	– Provide a variety of objects to drop, pick up, touch, shake, bang, crumple and fit together. – Plan time and a suitable place for water and sand play with a variety of containers, cups, pails, doll dishes, plastic bottles for him to experiment with pouring, scooping and digging. – Your child will enjoy bouncing, throwing and chasing balls of different sizes and shapes: tennis ball, large soft rubber or colorful plastic balls. – Be aware that your child will repeat certain actions or activities time and time again until his curiosity is satisfied: opening cupboard doors, turning pages in a magazine, pouring, scooping, and just messin' around with how something feels.	– See section in this booklet about toy selection for specific ages.

2 - 3 YEARS

A time of becoming independent yet wanting to be held, cuddled and cared for by you. Your toddler may find it of great importance to be in the driver's seat of every car, push every cart or have a temper tantrum. She'll explore and try to gain some control of the world around her.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Can walk on tiptoes; runs well; avoids obstacles in her path. – Can jump up and down getting both feet off the floor; can climb small ladder; begins to use the pedals on tricycle.	– Plan family time at playgrounds, local parks to allow for all the movement experiences your child will be ready to discover and do at her own pace.	✓ Frequent ear infections may have an effect on balance. Be aware of your child's health and contact your doctor at early signs of recurring illness and infections.
– May show some interest in the toilet. – Napping may decrease or diminish but may have restless, tired periods. – Participates more in dressing self. – Objects to change in daily routine.	– Don't punish for toilet accidents. Comment on dryness and praise the attempts to sit on toilet or potty; encourage the desire to wear "big girl pants," "big boy pants." – If your child no longer naps, you might set up a routine of resting quietly with a book when she appears tired or fussy.	– Start toileting when your child shows awareness of wet/dry, a desire to sit on potty when you're in the bathroom. At first she may not even eliminate, she just needs time to get used to sitting and watching others use the bathroom.
– Behavior seems to go from one extreme to another. May have temper tantrums. – Plays with other children, usually for short periods of time. There is little sharing of toys. She may use actions to get her thoughts across quickly rather than words.	– Your child will feel more secure when you set limits that are clear and are consistent. If something is not OK, show her what is OK. She is not able to listen to long explanations. Show your child approval by your facial expressions, simple words of praise and touches of encouragement.	
– Uses 200 or more words; uses 2 or 3 word sentences. Understands about 500-900 words. – Experiments with talking, she may become frustrated if misunderstood.	– Listen to and talk with your child in simple, direct words. Avoid rushing her when she is speaking. Answer the endless questions your child has with simple, clear, honest answers. – If you don't understand say "show me" or stoop down to her level and say "I didn't hear you, now tell me."	

– She can sing phrases of songs; say her first name; enjoys listening to music and stories for 5-10 minutes. – Answers simple what and where questions.	– Take trips to your local library for books, records and the storytimes. – Talk about things that happen during the day, that you did together and what will be happening.	
– Matches colored objects; can point to more than 5 body parts; fills and empties boxes or cups over and over during water and sand play. – Knows in, on and under; points to big/little.	– Have her choose the cup that is the same color as her shirt or the crayon that looks like her favorite toy. Do action songs and games that help her to learn body parts on herself: ears, head, eyes, nose, fingers, chin, arm, elbow, neck, tummy, feet and toes. – When you play with your child ask and tell how things feel. Point to, name and describe things that are in/out, big/little, dirty/clean, up/down/by, soft/sticky/furry, how many, same. – Plan daily walks, trips to a park or the zoo. Your child will learn more and more each time you repeat these experiences.	✓ If your child tugs at her ears or has frequent illness or complaints—this could affect her growth and learning. Immediate attention may help to find the cause and prevent further concern or learning problems.

✓ If your child has NOT been doing MANY of these things we have listed so far, you should take your child in for a check-up. MAKE A LIST OF YOUR CONCERNS BEFORE YOU GO TO THE DOCTOR SO YOU WILL REMEMBER THEM.

3 - 4 YEARS

What a personality! So pleased with what he can do. Always willing to show off new abilities. Can stay with one activity for almost 10 minutes. Will be able to use around 1,000 words. Begins to share and take turns. Is becoming more independent with toileting, eating and dressing.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Crawls through tunnels; balances for five seconds on one foot; sits with feet crossed at ankle, grasps roped swing and maintains grip, pushes and lifts objects of moderate weight; uses two arm body catch and tosses ball.	– Play games such as hide and seek. Your child will continue to practice and challenge his balance skills. He'll need a safe place for active kicking, running, and rolling. Trips to parks and playgrounds are good outings for the busy three year old needing challenges and time to play and discover with other children.	✓ Some children are better at climbing and jumping while others are better at drawing and singing. Children develop individual preferences but should have and tolerate a variety of experiences.
– Can easily pick up one inch objects and place them in small-mouthed containers; builds block towers; turns and looks at pages of a book one at a time; enjoys simple wood puzzles and matching cards.	– Provide a variety of materials and time to use them in a specific area: playclay and cookie cutters, paper to tear, glue and paste, 3-5 piece puzzle, books with action pictures and stories he can hear and retell.	✓ If you think your child is clumsy, seems to fall a lot or lose balance, doesn't talk or play with others or enjoy movement—you may want him checked by your doctor or a team of professionals.
	– When your child shows you something he has made, rather than asking him "What is it?," you can comment on the colors used or "tell me about it."	
– Adjusts to new situations and people with explanation and/or the time to anticipate what is happening next.	– Help your child anticipate what comes next, and what to expect by telling him a few minutes beforehand what is happening next. Prepare for major events (a move, a trip, medical appointment) by talking, prac-ticing and/or planning together. Be brief, clear and assuring.	
– Seeks attention and approval, boasts of what he can do. Follows rules by imitating actions of other children.		
– Suggests turn-taking, but is often bossy in directing others.	– Respect you child's temperament; if you can't attend to him, let him know when he can share his thoughts and activity with you. This will help him learn to wait and yet know you are interested in his sharing.	

– Capable of extreme jealousy of the new baby; still enjoys much time playing alone but is starting to play cooperatively with one or two others. Needs less adult help in solving conflicts.	– Reinforce good behaviors and spend some time with your child that is just for you and him. Describe your emotions and show him by your actions how to deal with his needs, showing him what he can do, not only what he cannot or shouldn't do.
– Will attend to a story or single activity for more than 5 minutes. Tells about immediate experiences, and carries out 2 unrelated commands.	– Provide times for him to play with other children in dress-up clothes, water/sand/puppet play. Allow time for your child to enter a group of children at his own pace.
– Capable of responding to commands involving 3 actions: "stand-up, jump, and clap your hands."	– When riding in the car or waiting for buses play listening and guessing games.
– Uses 800-1,500 words; comprehends 2,000.	– Read stories, sing songs, recite poems, talk as you do tasks or ride in the car. Expand and react to what your child says. Encourage his telling about activities. Write down what your child says on his drawings or on paper to make his own book.
– Listens carefully to each word; knows and uses opposites and descriptors: dog big, little car, Bobby sad, clown funny; uses position words with accuracy: in, on, top, behind, off.	– Answer his questions quickly, using simple details.
– Asks many questions, uses 4 or more words to-gether, recites nursery rhymes, can whisper.	
– Can imitate circles, cross and some letters, enjoys making letter-like symbols on paper.	– Provide a time for tracing in sand, salt or fingerpaint in addition to the use of crayons, brushes and pens on paper and cardboard.
– Retells familiar story with some accuracy, tries to follow printed words during a storytime.	– Respond to questions about what is written on signs as you drive, walk or shop. Use books that have clear print and a few sentences on a page to give your child a chance to retell and/or follow your reading with his eyes. Be sure your child has picture books, storybooks, nursery rhymes and poetry, fantasy books and books about real life.
– Counts 3 objects, points to each; knows front and back; recognizes one color.	

4 - 5 YEARS

Asks MANY questions although more interested in how answers fit her own thoughts rather than just the explanation. Enjoys and takes pride in planning and making decisions with the family. Likes to tell and make up stories. Enjoys creating with colors, paint, paper, glue and scissors.

WHAT YOU SEE	WHAT YOU DO	WHAT YOU WATCH FOR
– Walks and runs well, maintaining balance when quickly changing direction and speed; somersaults; begins to skip or hop; seeks many challenges on playground equipment.	– Will enjoy playing with other children at parks and playgrounds. This will be a safe place for all the climbing and swinging she will want.	✓ If you notice your child has difficulty climbing stairs, catching a large ball, pedaling a tricycle and avoids using swings or slides—refer her for an evaluation.
– Dresses completely (zips and buttons, laces shoes, combs hair). – Serves herself at the table; uses fork, spoon and sometimes knife; almost always cares for her own toilet needs; washes face and hands without help.	– Set up a routine for your child to care for herself and her home by giving her simple chores. Let your child pick out her clothing for the day. – Show interest and praise her attempts to be independent and make choices, even if she buttons unevenly or her colors don't match at first.	
– Plays games with other children and can agree to rules; likes to sing, dance and act; shows more independence (may go to visit neighbor by herself). – Begins to explain her behavior rather than lose control; obeys rules if she knows them in advance. – Prefers to play in a group of 2-3 children.	– Help her to learn how to get along with others by showing her in the way that you deal with her. – Help your child anticipate what comes next, and what to expect. Tell her a few minutes beforehand that she will need to wash hands; put the toys away when the timer goes off; or it's bedtime when the clock says _____. These will help her to have a sense of anticipation and responsibility when expected to follow a request.	✓ If your child usually avoids interactions with others, prefers to play alone, or has difficulty learning and following routines—refer for observation or pre-school screening.
– She has more understanding of time such as "yesterday," "next summer," and "when you go to school." She can recall facts and tell what is missing from a set of familiar objects.	– Talk about events and activities; talk about things as being first, next or last. Express your thoughts and feelings, allowing time to listen to her. Show a sense of humor and enjoyment while talking with her. Answer her questions.	✓ She should hear and be understood by others (neighbor, grandparent, sitter, teacher). If anyone questions her hearing—have it checked by your local clinic or professionals.

- Tells longer stories; uses full sentences; says name and address. Asks what words mean; asks lots of why, what, how and when questions.

- Laughs at silly mistakes in pictures; can carry out a series of 3 commands (find the book, move the trike, then close the door). Can tell whether or not two words rhyme. Understands that a single word can mean different things (this is cool meaning chilled to touch and this is cool meaning neat or good).

- Matches and names colors; matches and names circle/square/triangle; can give or take the correct amount of 1 to 5 items; asks about letters, numbers and words.

- Scribbles and attempts to make own name or letters. Is interested in what letters, numbers and words say.

- Says numbers 1-10.

- Point out and name colors as she sees and uses colored objects—help her match colors, have a "yellow hunt" or match socks, towels or blocks. Play simple card games like "Old Maid," "Go Fish" and lotto cards. She will be listening to directions, following rules, counting, matching and concentrating.

- Read the letters and words she sees regularly and asks about—on food labels, street signs, in books and when she sees her own name.

- Encourage her interest in paper and crayon activities. Show her how her name looks when printed; praise her attempts to copy her name and write it from memory.

- Have fun with numbers and counting. Count out spoons for the treat, read numbers on people's houses or license plates when you are out walking, write down what the clock will look like when it's time to eat or go to bed. Play "give or take" an amount from 1 to 5.

✓ This is a time to make sure your child has opportunities to develop school readiness behaviors such as sharing toys, taking turns, following simple directions and listening when others are talking.

✓ If you have any questions about your child's readiness for school, see the section in this booklet about Child Find and Community Resources to help you know who to contact.

YOU CAN ENHANCE YOUR CHILD'S LEARNING BY PROVIDING AGE APPROPRIATE TOYS.

	WHAT THEY NEED	WHAT THEY USE
Birth to 1	Looking, listening, mouthing, batting, kicking, touching and many sensory experiences.	Crib mobiles, soft chime, stuffed animal with noisemaker. Safe, attractive, easily grasped, washable and strong rattles, textured balls, measuring spoons, see-through container with colored objects inside, cloth and cardboard books.
1-2	Climbing, sliding, balancing, crawling, swinging, rocking, rowing, teetering, pushing, pulling, rolling, riding, springing, walking, running, jumping, taking apart, stacking and grasping toys.	Steps, ladders, slides, packing cases, tunnels, swings, rocking horses, wagons, riding vehicles, kiddie cars, tractors, trucks, busy boxes, play telephones, crayons for scribbling; sorting boxes, stacking cones, nesting blocks, books, spoons, cups and mailboxes; water play.
	Musical toys. Mother Goose rhymes.	Toy piano, bells, toys with sounds, nursery rhymes and records.
	Identification of environment.	All toys and items in the household; members of the family; identification of pictures.
	Role playing, beginning language development.	Puppets, hobby horses, hammers, kiddie cars, tractors, self-propelled vehicles, animals and concrete toys.
2-3	Household items and toys.	Lower cupboards with pots and pans.
	Variety of edible foods.	A variety of foods to eat.
	Familiar odors.	Flowers, citrus fruits, foods, soap to smell.
	Musical toys.	Bells, squeeze toys with sound, telephone, records, music boxes.
	Large toys to ride or push—objects to handle.	

	Toys that move.	Riding toys, kiddie cars, trucks, push-pull toys, opportunity to run.
	Cuddly toys.	Mobiles, bubbles, balloons, shadow play.
		Teddy bear, wooly animals, variety of textures and temperatures.
3-4	Climbing, swinging, sliding, balancing, crawling, rocking, running, rowing, teetering, pushing, pulling, carrying, rolling, riding, springing, walking, jumping, balancing on one foot.	Doll buggies, playground equipment, steps, wagons, tricycles, toy automobiles, scooters, balls, large boxes, tunnels, sand, water play.
	Matching, sorting, naming, stacking, using formboards; challenging pattern building blocks; counting materials.	Crayons, paints, puzzles, sorting boxes, blocks, formboards, telephones, miniature animals, trucks, hammering toys, nesting blocks, stacking toys, color cones, pegboards, clay.
	Rhymes, nonsense syllables listening activities; stories; understanding directions; music.	Stacking cones, formboards, nursery rhymes, singing games, books, records, rhythm instruments, stringing beads, block play.
	Dressing, housekeeping, role playing, relating to others; group play.	Matching cards.
		Dolls, playhouse, hats, dress-up costum s.
4-5	Hopping, galloping, jumping, riding, climbing, doing somersaults and using balance boards.	Playground equipment, tricycles, balls, scooters, wagons, climbing materials and walking beams.
	Manipulative materials.	Crayons, pencils, paints, brushes, color books, puzzles, sand, modeling clay and chalk boards.
	Telling and listening to stories and nursery rhymes, role playing, imaginative playing, building, reciting and using problem solving materials.	More complex puzzles, construction sets, large building blocks, tinker toys, sets of cards, trains, farm sets, drawing tablets and chalk boards.
	Corners to stir his imagination, places to work at his interest, and places for group playing, role playing, dressing and housekeeping.	Play houses, secret corners, costume boxes, housekeeping equipment, dolls and utensils.

SUGGESTED READING FOR PARENTS

THE FIRST THREE YEARS OF LIFE
Burton L. White
Prentice Hall

THE FIRST WONDROUS YEAR. YOU AND YOUR BABY
Johnson & Johnson Child Development Publication

YOUR TODDLER
Johnson & Johnson Child Development Publication

YOUR PRESCHOOLER
Johnson & Johnson Child Development Publication

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Fraiberg, S., **THE MAGIC YEARS,** New York, Scribners, 1959.
Levy, J., **THE BABY EXERCISE BOOK,** New York, Pantheon Books, 1975.
Painter, G., **TEACH YOUR BABY,** New York, Simon & Schuster, 1971.
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BRIGANCE INVENTORY OF EARLY DEVELOPMENT, Curriculum Associates, 1978.
HELP CHART, Vort Corporation, 1979.
PORTAGE GUIDE TO EARLY EDUCATION, Portage Guide, 1979.

ADAPTIVE BEHAVIOR ASSESSMENT TOOL:

VINELAND ADAPTIVE BEHAVIOR SCALES, American Guidance, 1984.

DENTAL

Average ages that teeth appear

UPPER

1. Central Incisor	8-10 months
2. Lateral Incisor	8-10 months
3. Canine	16-18 months
4. First Molar	12-14 months
5. Second Molar	20-24 months

LOWER

1. Central Incisor	6-8 months
2. Lateral Incisor	6-8 months
3. Canine	16-18 months
4. First Molar	12-14 months
5. Second Molar	20-24 months

Good nutrition and good dental habits should begin early. Select carefully the kind of foods you give your child. Certain foods harm your baby's teeth. Avoid foods that contain a high amount of sugar such as pop, candy, sugar cereals.

You can clean her baby teeth with a washcloth and a fluoride toothpaste. The most important cleaning is at bedtime so that no foods remain in her mouth overnight. Infants who are allowed to nap or go to sleep with a bottle have a much greater chance of developing cavities.

Once your child can use a toothbrush, you should encourage her to brush after meals.

The American Dental Association recommends a yearly check-up including a professional cleaning and fluoride treament, for all children ages 3 and above.

IMMUNIZATIONS

Your child will need all his immunizations in order to be protected against polio, diphtheria, tetanus, pertussis (whooping cough), measles, rubella (german measles) and mumps.

Make sure your child has received all his shots according to this timeline.

For further information regarding immunizations, please contact your physician.

AT THIS AGE:	YOUR CHILD SHOULD RECEIVE:
2 months old	DTP (Diphtheria-Tetanus-Pertussis) TOPV (Trivalent oral polio vaccine)
4 months old	DTP TOPV
6 months old	DTP
15 months old	measles vaccine rubella vaccine mumps vaccine
18 months	DTP (booster) TOPV (booster)
4-6 years (school entry)	DTP (booster) TOPV (booster)
Thereafter	Tetanus-diphtheria (Td) booster should be given every 10 years or following a dirty wound if a booster has not been given in the preceeding 5 years.

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If you know a child who may have special needs, there are several ways to begin:

— Telephone the Director of Special Education of your local school district.

— Telephone the Arizona Department of Education, Special Education Section, Child Find, or Preschool at 542-3852.

— Other agencies that might provide information are:

- **Department of Economic Security, Division of Developmental Disabilities**
  258-0419
- **Arizona Department of Health Services Newborn Followup Program**
  241-9500
- **Pilot Parents**
  468-3001